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A Survey of Special Education Facilities in the Negro Schools of Texas - with Emphasis on the Educable and Trainable Mentally Retarded

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A SURVEY OF SPECIAL EDUCATION FACILITIES IN THE
NEGRO SCHOOLS OF TEXAS - WITH EMPHASIS ON THE
EDUCABLE AND TRAINABLE MENTALLY RETARDED



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A SURVEY OF SPECIAL EDUCATION FACILITIES IN THE
NEGRO SCHOOLS OF TEXAS - WITH EMPHASIS ON THE
EDUCABLE AND TRAINABLE MENTALLY RETARDED

A Thesis

Presented to the Graduate School
of Prairie View Agricultural and Mechanical College

In Partial Fulfillment of the

Degree of

Master of Science

by

Irma Kendrick

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This Thesis for the M. S. degree, by

Irma Kendrick

has been approved for the

Department of

Education

by



Chairman

Date 5-16-63

DEDICATION

The writer wishes to dedicate this thesis to my devoted husband, Griff W. Kendrick, my daughters, Karen Elise and Genora Ann, and to my niece Carolyn Vernetta Kennedy, without whose sacrifice and encouragement this manuscript could not have been written.

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CHAPTER I

I. INTRODUCTION

This study of special education for the educable and trainable mentally retarded Negro child in Texas was chosen in order to ascertain the scope of the educational needs of these children in the state, to determine to what extent the needs are being met and to formulate specific suggestions for organizing and providing necessary facilities for such children.

The development of special education services in Texas schools began in the year 1945 under a law sponsored by the Texas Society for Crippled Children under the leadership of its late president, Sam H. Whitley.¹

During the 1945-46 school term, twenty-five units providing special education were organized. Of these units providing special education, one thousand three hundred and thirty-nine pupils were reported as having been provided facilities and fifty-five teachers were involved. The total expense amounted to \$134,739 dollars of which the amount of \$99,349 dollars was reimbursed from state funds.²

¹Texas State Department of Education, Division of Special Education, Special Education for Exceptional Children in Texas, p. 34.

²Ibid., p. 13

Except in the larger centers already operating on a limited program, the entire program over the state for the year 1945-46 was largely one of screening and survey to locate the children in order that a program might be planned for their benefit.

During the 1946-47 school year the number of schools providing special education increased from twenty-five to fifty-six and one hundred fifteen teachers were provided to teach the three thousand seven hundred twenty-one students.³

In 1947 a survey was made of all counties in the state of Texas to locate handicapped children who had not been discovered. The survey pointed out that two hundred twenty-six of the two hundred fifty-four counties reported four thousand seven hundred children with deficient hearing, that two hundred eighteen counties reported twelve thousand four hundred fifty-four children with deficient vision, that two hundred twenty-seven counties reported two thousand five hundred nine children with speech disorders and that two hundred thirty-eight counties reported four thousand three hundred eighty-six children as having orthopedic handicaps.⁴

During the summer of 1947 only eleven of the colleges in the

³Ibid., p. 14

⁴Ibid., p. 17

state of Texas offered the introductory survey course in special education. Three of these colleges offered advanced training and five of the colleges offered a course for the deficient hearing. It will be interesting to note that at this time none of the Negro colleges offered a single course in special education either on the graduate or undergraduate level.⁵

During the 1947-48 school term, a survey revealed that the average teacher engaged in special education had a degree with ten and nine tenths semester hours of special training with previous experience of twelve years and was drawing an annual salary of two thousand nine hundred five dollars.⁶

A recent survey made by the Division of Special Education of the Texas Education Agency points out the following statistics:

1. There are 2,250,000 school age children in Texas between ages six and twenty-one enrolled in public schools. Ten percent or 225,000 need special education services. Thirty percent or 67,400 pupils are now receiving these services. This is an increase of sixty percent being served since 1958-59.
2. Two percent of the children enrolled in public schools are educable mentally retarded. 17,400 educable mentally retarded pupils receive special education services which represent about thirty-eight percent of those

⁵Ibid.

⁶Ibid.

needing this service. One thousand three hundred sixty-four teachers of the educable mentally retarded are now employed but 2,100 additional teachers are needed to serve all children which would be an increase of one hundred fifty-four percent. Since 1958-59 there has been an eighty-four percent increase in the number of teachers of the educable mentally retarded and a seventy-eight percent increase in the number of pupils enrolled in these classes.

3. One-half percent of the school age children in Texas are trainable mentally retarded. Many of these are not enrolled in public schools. One thousand six hundred trainable mentally retarded pupils are receiving special education services which represent about fourteen percent of those needing such a service. One hundred forty-seven teachers for the trainable mentally retarded are now employed and eight hundred seventy-three additional teachers are needed to serve all children which would be an increase of six hundred percent. Since 1958-59 there has been a one hundred twenty-two percent increase in the number of teachers of the trainable mentally retarded and a one hundred forty percent increase in the number of pupils enrolled.
4. The average teacher's salary at present is \$4,746.00 annually.⁷

Prairie View Agricultural and Mechanical College is the only Negro college offering an approved program in Special Education with emphasis on teaching of the educable mentally retarded youth in the State of Texas. This approval was granted by the Texas Education Agency, Austin, Texas.⁸

⁷ Texas State Department of Education, Division of Special Education Statistics 1962-63.

⁸ J. King Chandler, "Salient Facts About The Program of Special Education at Prairie View", 1959.

Need for this study. Because no study of this nature has been made recently to determine the effectiveness of special education services in the Negro schools of Texas, it was felt that an investigation of this nature might reveal valuable information to superintendents of schools, principals, teachers and college officials in the state of Texas by helping them to (1) emphasize the need for more intensive studies of this type and (2) create interest among all Negro schools in organizing or improving special education services.

Purpose of the study. The purpose of the study is to survey the nature, organization and extent of special education services for the educable and trainable mentally retarded in the Negro schools in the State of Texas and to determine the attitude of school administrators toward special education services in the Negro schools. It also seeks to identify the need for special education facilities for the educable and trainable mentally retarded in those Negro schools in Texas where they do not exist.

Limitations of the study. The aspects selected for consideration in this investigation are limited to (1) the effectiveness of special education services in those Negro schools in Texas where they exist and (2) what recommendations seem to indicate a need for special education units in those Negro schools in Texas where

they do not exist.

This study is also limited by the following factors:

- (1) All schools in Texas were not studied.
- (2) All of the schools did not return the questionnaires.
- (3) Items on the questionnaires were not checked with equal care by all respondents.
- (4) Spaces provided for comments were not utilized by all respondents.

These aspects were chosen on the basis of a felt need for a study in these areas. This study does not necessarily attempt to measure the effectiveness and need for special education services in terms of arithmetical values.

Importance of the study. A necessary first step to determine the existence of special education units for the educable mentally retarded and the trainable mentally retarded in the Negro schools of Texas is that of collecting facts about the extent to which these services are found in the schools.

Information concerning these practices as revealed by the Texas Education Agency Special Education Unit Allocation Report for the 1962-63 School Year indicate a total of two hundred ninety-three and one-half units for the educable mentally retarded, which includes three thousand six hundred and forty-three Negro pupils. It also indicated a total of twenty-two units for the trainable mentally

retarded which included two hundred sixty-two Negro pupils as compared with one thousand seventy and one-half units of special education for the educable mentally retarded white pupils with 13,801 pupils enrolled and one hundred twenty-five units for the trainable mentally retarded with one thousand three hundred thirty-five white pupils.⁹

This indicates that either the distribution of low mentality in the Negro is relatively small or that there are several reasons which indicate the need for the establishment of units in the Negro schools in the State of Texas has not been recognized as a result of the following: (1) parents have a feeling of guilt and tend to object to these services; (2) parents take certain handicaps for granted and do not realize the seriousness of the situation nor the possibility of a cure; (3) smaller districts have failed to provide adequate health services so the children have been undiscovered; (4) teachers have not been as sensitive to these handicaps as have teachers of larger school systems where guidance services are available to detect and aid all types of problem children; and (5) lack of educational funds for the preparation of special education teachers in the State of Texas and adequate facilities within the institutions of higher learning for proper training.

As a result of some of the above stated items the local school

⁹Texas Education Agency, Special Education Unit Allocation Report for 1962-63.

administrators may tend to feel that they have no need for special education in their districts.

Methodology. The most profitable means of attacking the problem of surveying special education practices for the educable and trainable mentally retarded in the Negro schools of Texas, seemed to be by correspondence to the Division of Special Education of the Texas Education Agency and distributing questionnaires to principals of the high schools to be studied.

The purpose of the correspondence to the Division of Special Education was to secure information about the present plan of special education in the Negro schools of Texas. The writer was convinced that such a preliminary investigation would point up the need and extent for such a study, and in addition would furnish needed background for the study.

1. Classification of schools. The schools were identified by means of the Texas Public School Directory¹⁰ 1962-63, published annually by the Texas Education Agency. This bulletin contains a list of all public schools in the state, together with the names of superintendents of counties and of independent school districts, the names of school principals and other vital information. In addition to the

¹⁰Texas Education Agency, Texas Public School Directory, 1962-63, List of Accredited Schools 1962-63, Bulletin 614., pp. 2-151.

above, the bulletin designates which of these schools are segregated for whites and for Negroes. The Negro schools in the state were located from this feature of the bulletin.

The Texas Public School Directory makes no provision for the classification of schools on the basis of size. However, some indication provided the type of school whether it is an elementary, junior high, senior high or combination elementary and high school.

The schools included in this study were divided into three groups: Elementary (Grades 1-8 inclusive); High School (Grades 9-12 inclusive); and Combination School (Grades 1-12 inclusive). All responses from the schools were grouped into one of the above classes. The distribution of these respondents is indicated in Tables I and II.

2. Nature of questionnaire. Four hundred fifty-nine questionnaires were mailed out on December 3, 1962 to Negro schools in Texas. Of this amount one hundred seventy-nine questionnaires (questionnaire A)¹¹ containing three pages were mailed to schools where special education services were available. Two hundred eighty questionnaires (questionnaire B)¹² containing two pages were mailed to schools without special education services. Care was taken

¹¹Questionnaire A, Appendix A

¹²Questionnaire B, Appendix B

TABLE I

NUMBER AND PERCENT OF RESPONDENTS DISTRIBUTED ACCORDING
TO SCHOOL CLASSIFICATION (QUESTIONNAIRE A)

Questionnaire A	No. of Responses	Percent
Elementary	50	61
High School	17	21
Combination	15	18
Totals	82	100

TABLE II

NUMBER AND PERCENT OF RESPONDENTS DISTRIBUTED ACCORDING
TO SCHOOL CLASSIFICATION (QUESTIONNAIRE B)

Questionnaire A	No. of Responses	Percent
Elementary	30	29
High School	7	7
Combination	67	64
Totals	104	100

to send questionnaire B to only those schools with an enrollment of not less than ninety pupils, and to schools in Independent School Districts.

Both questionnaires contained the following sections:

Section I: Organization: Questions were asked relative to the allocation of special education responsibilities, the individuals responsible for carrying out special education programs, surveys made to determine need of special education, time allotted, extent of in-service programs, provisions for special education quarters and budgetary provisions.

Section II: Test Information and Records: Information sought in this section included what types of psychological test were administered, the classes to which these test were administered, purposes for which these tests were used, persons responsible for administration of test and the types of information found on cumulative record card.

Some four weeks later, on January 3, 1963, one hundred follow-up cards were sent to schools from which no reply had been received. The use of this method yielded twenty-one more responses.

Further details on the questionnaire can be found in Chapters IV and V.

3. Organization of study. In Chapter II, a brief historical background is given of the development of special education in America.

Chapter III deals with the Texas Plan for Organizing and Providing Special Education for its schools.

A survey was made to determine the effectiveness of special education services in those schools where they exist. An account of these procedures followed and results obtained is found in Chapter IV.

In Chapter V the results obtained by mailing questionnaire B to all Negro schools in Texas without special education to identify a need for these services in these schools is given.

Chapter VI contains the Concluding Implications with Recommendations which is followed by the Bibliography and Appendix.

Definitions . Many words or terms often have different meanings to different people. In an attempt to establish clear communication between the writer and those who read this study, certain terms are defined. In this study, these terms will be used in the sense of the definitions given.¹³

Special education - the educational program which is planned by private or public agencies for the purposes of educating young people who deviate from the norm.

Intelligence quotient - the ratio of a person's mental age to his

¹³Christine P. Ingram, Education of the Slow-Learning Child, New York: Ronald Press Company, 1953, p. 4-6.

chronological age multiplied by one hundred.

Educable mentally retarded - those children whose Intelligence quotient's range between fifty and sixty-nine and are eligible for special class placement in the public schools.

Trainable mentally retarded - those children who have an Intelligence quotient range from thirty-five to forty-nine and are entitled to an appropriate curriculum of social experience in the public schools.

Chronological age - A person's given age in years.

Mental age - The age for which a given score on an intelligence test performance is expected to be characteristic for this stage of development.

Exceptional child - one who deviates from the normal or average by a considerable amount in respect to any one of a number of traits.

SUMMARY

The development of special education services in the Texas schools began in the year 1945 under a law sponsored by the Texas Society for Crippled Children.

A summary of the development of special education in Texas from 1945 to 1951 shows a definite increase in the number of special

education units that were established, an increase in the number of teachers employed and also an increase in the number of pupils who profited from special education facilities. Little information was available on the special education services in Negro schools of Texas during this period.

Recent surveys made by the Texas Education Agency Division of Special Education reveal a marked increase in the number of special education units, special education teachers and funds allotted to promote the special education program.

Because no study of this nature had been made recently it was felt by the writer that an investigation of this nature might reveal valuable information to school administrators in the state of Texas which would make them aware of the need for organizing and improving special education services in the Texas Negro schools.

This study has been viewed as important because the Texas Education Agency Special Unit Allocation Report for 1962-63 indicates that the number of units available for white pupils is approximately seventy-five percent more units than those for Negro pupils. This indicates that either the Negro pupil is superior to the white children or that their need for special education has not been discovered.

The schools were identified by means of the Texas Public School Directory and classified in three groups as follows: (1) Elemen-

tary (Grades 1-8 inclusive); High School (Grades 9-12 inclusive); and Combination Schools (Grade 1-12 inclusive).

Four hundred fifty-nine questionnaires were mailed out in early December 1962. The questionnaires were mailed in two categories: Questionnaire A was mailed to one hundred seventy-nine schools with special education facilities and Questionnaire B was mailed to two hundred eighty schools without special education facilities for Negroes.

The questionnaires contained sections on the organization of the special education program and test information and records which the schools kept on file.

CHAPTER II

THE BACKGROUND OF SPECIAL EDUCATION IN THE UNITED STATES

The education for exceptional children, or special education appears to be an interesting new field of professional activity to those who explore it for the first time. So much has happened recently that many persons engaged in work with exceptional children fail to realize the long history which this phase of education has had. While it is undoubtedly true that greater strides have been made since 1940 than any other comparable previous period, this does not negate the remarkable developments of many earlier periods and the significant contributions of many professional and lay people prior to 1940. In this chapter an analysis of the foundations for special education as it is now known will be made.

I. EARLY SPECIAL EDUCATION PRACTICES IN AMERICA

The various civilizations have marked themselves in history largely by the attitude of man toward his handicapped neighbors. The attitude in ancient Rome and Greece was such that they were hostile to the point in many cases they were destroyed. Later, society modified such hostile attitudes into aimless pity, and they were put away

for seclusion. So far as special education is concerned, it was not until after 1900 that any provision whatever was made to provide adequate school facilities in the classroom based upon individual needs.¹⁴

The basis for American work with the mentally retarded was laid in France in the late eighteenth and early nineteenth centuries.¹⁵

The systematization, expansion and implementation of ideas of Jacob Rodriguez Pe^rrieriere, the experiments of Itard, and the researches of Esquirol fell to Edouard Seguin, perhaps the greatest teacher ever to address his attention to the mentally deficient, and a man whose influence upon education generally has never received due recognition. At the suggestion of Itard, and under the guidance of Esquirol, Seguin in 1837 undertook the instruction of idiots in a private school in Paris. So great was his success that he was in 1842 made director of the school for idiots at the Bicetre. He soon withdrew, however, to establish his own school, news of which shortly reached the United States through an enthusiastic article by George Sumner in Chambers' Journal. An ardent follower of St. Simon, Seguin was in 1850 driven by political developments in France to

¹⁴E. P. Cubberley, Public Education in The United States, Boston: Houghton Mifflin Company, 1934, p. 526.

¹⁵E. Phillip Trapp and Philip Himelstein, Readings on The Exceptional Child, New York: Appleton-Century Crofts Incorporated, 1962, p. 24.

migrate permanently to the United States.¹⁶

In this country, work with the mentally deficient began as an outgrowth of work with the blind and the deaf.¹⁷ As early as 1839 Samuel G. Howe, Director of the Perkins Institution for the Blind in Boston, experimented successfully with the physiological education of blind idiots. In 1844 the American Asylum at Hartford is said to have achieved similar success through the use of parallel methods with a deaf idiot. In 1848 Hervey B. Wilbur, inspired by Seguin's work in Paris, opened a private school at Barre, Massachusetts, devoted exclusively to the training of idiots. State training schools followed rapidly in Massachusetts, at South Boston, and in New York at Albany. In 1852 a private institution with state support, later known as the Elwyn Training School, was opened in Germantown, Pennsylvania. By 1876 there were twelve institutions in eight states, all east of the Mississippi. Seguin himself was actively associated with all of the first four schools.

In 1866 Seguin proposed a concerted attack on the problem through the formation of a national association. It was not until 1876, however, under the stimulus of the Centennial Exposition, that the

¹⁶Ibid., p. 26.

¹⁷Ibid.

Association of Medical Officers of American Institutions for Idiotic and Feeble-minded was formed at Elwyn Training School, at Germantown, Pennsylvania.¹⁸ Present were delegates from New York, Pennsylvania, Ohio, Illinois and Connecticut; actively interested superintendents from Kentucky, Massachusetts and Indiana were included in the membership.

Down to the present this association, now known as the American Association on Mental Deficiency, has served as the focus for professional work in the field.

II. SPECIAL EDUCATION PRACTICES AT THE CLOSE OF THE NINETEENTH CENTURY

At the close of the nineteenth century, the residential or boarding school came into being as a significant American institution.

The residential school, however, was the European pattern, and the social customs of Europe were followed in many instances in the United States at this time. The growth of the residential schools was rapid, however, from 1850 to 1920.¹⁹

By 1862 there were nineteen state schools for the blind, often dually administered and even housed with the deaf. By 1872, ten years later, ten more schools were added. Several of these dual schools are

¹⁸Ibid., p. 28.

¹⁹William M. Cruickshank and G. Orville Johnson, Education of Exceptional Children and Youth, Englewood Cliffs, New Jersey: Prentice Hall Incorporated, 1958, p. 12.

still in operation in the United States. Every territory that became a state up through 1920 either established some type of residential school for some groups of handicapped children before statehood was achieved or did so shortly thereafter.²⁰

Another breakthrough developed however, shortly after the turn of the century which has continued to gain momentum until today. The factors which contributed to this breakthrough were (1) the development of the day school program for exceptional children and (2) the impact of World Wars I and II on the attitude of people toward disability.

Day School Programs Develop

As the population of the United States increased and as large collections of people congregated in the growing cities of the country, more handicapped children were found in one place. With this in mind, parents and educators sought ways of keeping many exceptional children in their home communities. Several factors contributed to this development; the increase in local population was only one. The fact that the residential schools were often many miles away from the large population centers made it difficult for parents to visit their children. Concepts of classification of handicapping conditions began to make themselves felt in American educational circles around 1920

²⁰Ibid., p. 13.

and 1930. Goddard brought the intelligence test which had been developed by Alfred Binet to this country in 1914, and its use had important ramifications in the development of a concept of individual differences. Residential school administrators themselves, particularly in schools or hospitals for retarded children, began to see how much easier and how much more appropriately a school could be operated if homogeneous grouping was obtained.²¹

It should also be indicated that provisions for the crippled child developed much later than provisions for other groups.²² When such did happen, essentially after 1920, the policy was not to build large residential situations as had been the practice earlier, but to create state commissions in the interests of crippled children which were charged with the establishment of decentralized hospital-school facilities, diagnostic centers and local clinics. This was again an attempt to keep the crippled child as near his home community as possible. Such developments influenced local educators in re-thinking their responsibilities to exceptional children.

All of these trends, were interrelated and important to the re-evaluation of the position of facilities for exceptional children in

²¹Ibid.

²²Ibid.

social and legal planning. There shortly appeared an impressive movement away from concepts of custody, care and treatment to concepts of education and re-education, habilitation and rehabilitation. Such is not to imply that certain types of problems ceased to exist, for there remains today numerous exceptional children; particularly those of very low intelligence or severe physical disability, for whom life-span care and custody must be provided. All of these factors together made community educators realize that education of exceptional children was in large measure their responsibility. When the philosophy of local responsibility for exceptional children was accepted, marked changes appeared in the whole field. New philosophies, new methods, new techniques in education were developed within a relatively short period of time.

One can see the rapid growth by observing the dates when programs were first begun in many cities in America. The first open-air school for health problems was established in Providence, Rhode Island in 1908. Others followed in Boston (1908), Chicago (1909), Toronto (1910), and Providence also started the first day school program for mentally handicapped children in 1896. Springfield followed in 1897, Chicago (1898), Boston (1897), New York City (1900), Philadelphia (1901), and Los Angeles (1902).²³

²³Ibid., p. 14.

By 1911 such programs were to be found in at least two hundred twenty cities in the United States. Work for the partially sighted children started first in Cleveland, Ohio in 1909, in Boston in 1913 and later in Cincinnati and Detroit in 1914.

Comparable public school growth during this period occurred in most of the other groups of exceptional children which are not mentioned in this chapter.

The Influence of Wars

Although rarely conceived to have any positive characteristics, World Wars I and II both directly and indirectly, did have important effects on the education of exceptional children and more particularly upon the attitudes of the culture toward disability.²⁴ Two points are important for consideration and they are indicated below.

First, in both wars the United States employed a technique of compulsory military service, more competent in World War II than in World War I. This meant that every male person in the United States between specified ages was required to report for a physical examination, to go before his draft board, and to be judged fit or unfit to serve in the armed forces. While the community was aware that physically handicapped individuals live within it, few citizens were

²⁴Ibid.

prepared for the number of otherwise seemingly normal men who were rejected at the local level because of minor or non-visible physical disabilities. Even after this local screening, tens of thousands of men were rejected at the induction centers because of physical impairments.

The important thing to recognize is not the fact that thousands of men were rejected, but that these men had a history in their community of being accepted as normal citizens before induction.

A second important consideration to be pointed out is that the wars referred to were maiming wars not killing wars. Although thousands lost their lives still thousands more were injured and disabled. Before their service experience these men had been citizens accepted by their friends. They later returned to their homes as disabled persons.

The fact that their friends accepted them as normal persons in spite of their disability meant that a healthy attitude had been unconsciously extended to physically handicapped children as well as to disabled veterans. As one of several social trends its importance is even greater in a consideration of the modification of social attitudes toward exceptional children and adults.

III. THE EXPANDING ROLE OF MODERN DAY SPECIAL EDUCATION

The changing role and place of special education in the United States is in large measure due to research which has developed in allied fields.²⁵ Many times educators have reluctantly been forced to wait until the research of their professional colleagues had been completed before modifications of program or treatment could be undertaken. Medical research was often essential before valid educational programs could be undertaken. The physicist and his research was essential to the development of the radio tube and its later adaptation to the hearing aid, both individual aid and group aid. Psychological research was required before many could understand the basic premises upon which concepts of individual differences, learning theory and other important matters could be implemented in school programs. Chemist and chemical researchers were needed in the development of light but strong metals for braces and other types of prosthetic devices required by crippled children before they could function outside a very sheltered environment. To a large degree public day school education of crippled children had to wait until the invention of the automobile and the development of the bus which was essential for transportation of children to special education centers in both rural and metropolitan

²⁵Trapp, op. cit., p. 16.

areas. Special education must respond to scientific developments. The development of electronic devices has meant changes in the education of the deaf and the hard of hearing. The development and successful use of the Salk Vaccine in poliomyelitis had an effect on the composition of classes for crippled children. "Open window classes", once a major factor in special education for children with special health problems, have given way to other programs since the development of new drugs has decreased certain types of diseases.

Special education has often been retarded because of the lack of experimentation in related fields. It has modified quite rapidly in light of valid research and technological advances. It will continue to respond appropriately as new knowledge and research accrues.

Influence of Teacher Education

The growth of teacher education helped along with other factors to bring about a breakthrough in the education of exceptional children.

The rapidity with which colleges and universities moved to meet the growing need for more teachers, more administrators, and more college professors who were prepared to adequately carry out special education programs was both satisfying and disturbing. It was satisfying, for obviously solutions to a major problem were being sought. It was disturbing because, just as there was a shortage of

teachers for public schools, there was also a shortage of adequately prepared college personnel to staff the increasing number of college programs. Further, college administrators had little notion of what a program of special education should be. The majority of personnel drawn into college special education programs came with diverse backgrounds of professional preparation. The availability of competent leadership which had both experience and graduate academic preparation in special education was limited and still remains one of the most pressing problems. In spite of personnel shortages at the college level, however, colleges and universities moved rapidly to cope with the new problem of teacher education.²⁶

Some quantitative data may point up the growth trends within higher education and also point up the problems which are currently being faced by colleges and universities. In 1949, seventy-seven institutions of higher education reported sequences of courses (including summer session sequences) in the areas of exceptionality.²⁷

A sequence of professional preparation is defined as

....three courses or at least 9 to 12 semester hours of (1) a study of the characteristics (physical, mental, and emotional) of the particular condition under consideration; (2) a study of

²⁶Ibid., p. 17.

²⁷Ibid.

the teaching methods and curriculum adjustment needed and (3) observation and student teaching practicum in the specialized area.²⁸

Included in the seventy-seven programs were seven in the area of the blind, eight in partially seeing, eight in crippled, seventeen in deaf, twenty-five in hard of hearing, sixty-six in speech handicapped, four in socially maladjusted and twenty-two in mentally retarded.

In 1953-54, as a part of a much larger study, a comparable report was published. At this time, one hundred twenty-two institutions of higher education reported complete sequences exclusive of summer session programs, an increase of forty-five collegiate programs in a five year period.²⁹ A breakdown in the report shows that three colleges now had a sequence in the area of the blind (a loss of four); six in the area of partially seeing (a loss of two); crippled, thirteen (gain of five); special health problems, five (gain of five); deaf, twenty-two (gain of five); hard of hearing, sixty-eight (gain of forty-three); speech handicapped, one hundred fifteen (gain of forty-nine); socially maladjusted, ten (gain of six); mentally retarded, forty (gain of eighteen); and gifted, two (gain of two).³⁰

In general, the entire field experienced growth. Growth certainly took place rapidly but all phases did not grow equally

²⁸Ibid.

²⁹Ibid.

³⁰Ibid.

rapidly. Of particular importance is the smaller number of programs for the gifted and socially maladjusted children. Since 1953-54, additional programs and courses in these areas of exceptionality have been initiated, but the number nowhere matches the need and general national interest in these two groups of children.

Influence of Organizations

Public and private, lay and professional groups of citizens always form an important adjunct to any social movement. This has been true in the general field of the education for exceptional children. At first these organizations were primarily composed of those who were directly responsible for the administration of programs for different groups of exceptional children.

More than eighty years ago the American Association of Instructors for the blind was organized. The conference of Executives of American Schools for the deaf and the American Association for Mental Deficiency likewise were organized for the purpose of exchanging views and disseminating information. The American Association for the Blind and the American Instructors of the Deaf were later organized and included teachers and others who were working directly with the exceptional children in the schools and communities. In 1922 the International Council for Exceptional Children was organized. This organization

later became a strong division of the National Education Association of the United States.³¹

Other organizations which exerted a tremendous impact on the health education, care and treatment of many groups of exceptional children included the National Epilepsy League, the American Foundation for the Blind, the National Society for the Prevention of Blindness, the United Cerebral Palsy, the National Society for Crippled Children and Adults and the National Association for Retarded Children. This group of professional and lay organizations represents one of the major foundations of education for exceptional children.

The growth of interest in exceptional children on the part of state departments of education was rapid and significant. The Bureau for Handicapped Children in the New York State Education Department was organized in 1926. By 1949, thirty-four states, the District of Columbia, and the Territory of Hawaii had within their educational departments individuals who were designated as performing supervisory or directive functions with respect to the exceptional child and special education.³² By 1952 this number had increased to forty-one while "... authorization of special education for exceptional children was found in the school law of forty-six states..." for the same year.³³ Not all

³¹A. S. Hill., "Extending Special Education Through State Legislation", School Life (June, 1953), p. 140.

³²Ibid.

³³Ibid.

states provide for all types of exceptionality, but great strides have been made.

It is indeed possible to say that provisions for special education has moved ahead on many fronts. Philosophy has changed to meet the current demands. Professionalization of personnel has been undertaken and in part has been realized. Public and private organizations have placed their influence, finance and knowledge in the hands of educators to enable the educators to try and meet the demands for better educational programs for exceptional children.

A final piece of evidence to give focus to growth of special education in the United States pertains to the cost of special education methods of financing it.

SUMMARY

The education for exceptional children in the United States has a long history. The first plan for special education was the residential school. However, shortly after 1900, public schools began to provide day school programs.

Some important factors which caused a breakthrough in the development of special education were the changing attitudes toward disability, the influence of wars on handicapped people, the development of parent groups and the influence of research on special education.

The growth in teacher education facilities and the influence of professional and lay organizations interested in special education has greatly increased the number of exceptional children being served by various types of special education programs.

CHAPTER III

TEXAS PLAN FOR ORGANIZING AND PROVIDING SPECIAL EDUCATION

I. GUIDE FOR DETERMINING THE ELIGIBILITY OF PUPILS

As a prerequisite for enrollment in a special class, the physical and mental condition of the child must be clearly shown on a case history form, making it obvious that such a child needs special assistance in addition to instruction available in the regular classroom. The intelligence quotient of the exceptional child not regarded as mentally retarded should be seventy or above. Children whose intelligence quotients are below seventy and above fifty, and who can profit from special education facilities, will be regarded as mentally retarded. When there is a doubt as to whether the child can profit from special education, several types of tests showing social competency, performance ability, and mental status should be used to determine the placement of the child. In classifying the child with multiple problems the major problem is the determining factor for his classification. When educability has been determined, eligibility for a special class or assistance is established when the child has at least one of the following problems that prevent regular classroom instruction from being available, adequate or

safe:

1. Any child having an orthopedic problem, such as being crippled, that interferes with normal use of the muscles, bones or joints to the extent that he cannot be safely or adequately taught with normal children.
2. Any child whose vision is 20/70 or less in the better eye after correction.
3. Any child whose hearing loss in the better ear after correction is more than 20 decibels at two frequencies or more than 30 decibels at one frequency, as measured by an individual pure tone audiometer test.
4. Any child whose speech attracts unfavorable attention or is not easily audible and intelligible to the group of which the child is a part.
5. Any child suffering from nervous disorders, such as epilepsy, so that he cannot safely or adequately be educated in regular classes.
6. Any educable child who is mentally retarded to the extent that the educational program of the regular classroom is unsuitable or inadequate.³⁴

II. TEST FOR EDUCABILITY OF EXCEPTIONAL CHILDREN

Although careful individual testing by specially trained personnel is necessary for final selection of all doubtful cases, teachers who have training in mental testing should use at least one

³⁴Texas Education Agency, "A Guide For Organizing And Providing Special Education For Exceptional Children", Bulletin 520, November 1951, pp 5-6.

test similar to the first five test listed below, plus The Vineland Social Maturity Scale or some similar test for screening purposes, to determine apparent educability.

1. Pintner, General Ability Tests; Verbal Series and Non-Verbal Series, World Book Company, Dallas.
2. California Test of Mental Maturity; California Test Bureau, Los Angeles, California.
3. Otis, Quick-Scoring Mental Ability Tests; World Book Company, Dallas.
4. Manuel, Cooperative Inter-American Tests of General Ability; Educational Testing Bureau, Princeton, New Jersey.
5. Kuhlmann-Anderson, Intelligence Tests; Educational Test Bureau, Nashville, Tennessee.
6. The Vineland Social Maturity Scale; Educational Test Bureau, Nashville, Tennessee.³⁵

If the child has had school experience, he should be given achievement tests as well as tests of general mental ability. If there is the slightest doubt as to the mental status and educability of the child, he would have an individual test by a competent psychologist.

Applications for units for mentally retarded children should be accompanied by (1) a statement on tests that were used to establish the social competency, performance ability, and mental status of the child; (2) the name and statement of qualifications of the person who administered the tests; and (3) the composition of the classification committee.³⁶

³⁵Ibid., pp 6-7.

³⁶Ibid.

III. SPECIAL EDUCATION TEACHER AND COOPERATIVE UNITS

In order to justify the organization of a special education teacher unit, there should be a sufficient number of eligible exceptional children to demand a full-time teacher. No unit should be attempted unless there are five or more severely crippled children, deaf children or blind children, or ten or more mentally retarded children to be taught entirely apart from normal children, or twenty-five or more children needing supplementary assistance in addition to the instruction they receive in the regular classroom.

In general, the teaching schedule of the special teacher should be as full as if she were teaching normal children and for five days each week for a full term of nine months. Provision for necessary conferences and home visitations should be included in the schedule. Even though individual retesting may be necessary during the school year, all general surveys should be completed before the beginning of the school term. If state assistance is needed, case histories on all children, showing their physical and mental status, should be submitted to the Texas Education Agency with an application for a unit. Approval from the Agency should be obtained before the local school district begins operation of the unit.

The application should be filed by June first for the succeeding year. The initial approval for all units is for nine months. Where there is a need for the teacher to work ten months, such need showing how the extra month will be used should be attached to the application for approval of the State Commissioner.

In the establishment of a cooperative special education unit, the most centrally located school in the county or the one having the most exceptional children should organize the unit and equip it adequately, for each needed special teacher, a regular classroom on the ground floor in a public school building. All exceptional children in the area not able to attend regular classes should be transported to this center and should be provided needed special instruction based on individual differences. Either the superintendent, principal or key teacher in each cooperating school should take a survey course of special education for exceptional children, so that they might better cooperate in the solution of the special problems of their children.³⁷

IV. THE SPECIAL CLASSROOM AND TEACHING FACILITIES

All special teaching is to be done in attractive, well-equipped, standard classrooms on the ground floor of a public school building,

³⁷Texas State Department of Education, Op. cit., p. 33.

except for those children who are homebound or in hospitals. The heating, lighting and ventilation of such classrooms should be adequate at all times. In general, it should be convincingly obvious that the room is well-equipped to provide first-class elementary or high school instruction on an individual basis. There should be a minimum of twenty square feet of floor space per child for the maximum number of children in the room at any one time. No units should begin operation until these requirements have been met. The auditorium facilities, school lunch facilities, and playground facilities should all be available for all types of exceptional children.

Air movement, temperature, and humidity have a marked effect on comfort and on physical and mental energy. Insofar as is within the teacher's control she should see to it that the ventilating system is supplying clean air without drafts and in adequate quantity to eliminate odors.³⁸

Adequate lighting means eye protection and assures increased ease in all schoolwork that demands use of the eyes. The lights should come from above and behind the left shoulder. The seats should be placed at an angle of about thirty degrees with the windows. The areas of greatest light intensity should not be

³⁸Texas Education Agency, Bulletin 520., op. cit., p 8.

occupied by cupboards plants but should be used by the children for eye work.³⁹

Desks should be adjusted to the height of the individual so that the sitting posture is healthful and comfortable. If desk tops are not adjustable at different angles, adjustable study stands should be purchased.

V. QUALIFICATIONS FOR TEACHERS OF EXCEPTIONAL CHILDREN

Effective September 1, 1951, persons employed in approved special education units as teachers of exceptional children shall meet the following qualifications:⁴⁰

- A. Possess a valid Texas teacher's certificate appropriate for the grade level to be served.
- B. Shall have completed at least a baccalaureate degree program in an approved institution of higher education.
- C. Qualify for one of the four types of approval certificates in the field of special education described below:
 - 1. A general certificate of approval, based on a minimum of 30 semester hours of advanced course credit (junior level or above) distributed in the following areas as prescribed:
 - (a) Area I (15 semester hours) including courses in the following fields: general survey or orientation to special education; speech

³⁹Ibid., p. 10

⁴⁰Ibid., p. 11

difficulties of exceptional children; special materials, methods and therapies; using and interpreting educational test and measurements; and supervised student teaching with exceptional children.

- (b) Area II (3 semester hours) in related courses from the field of educational psychology, such as mental hygiene, child growth and development, and counseling.
- (c) Area III (3 semester hours) in courses with specific reference in the orthopedic field.
- (d) Area IV (3 semester hours) in courses with specific reference to the deficient vision field.
- (e) Area V (3 semester hours) in courses with specific reference to the deficient hearing field.
- (f) Area VI (3 semester hours) in courses with specific reference to the mentally retarded field.

Other qualified teachers who apply for approval as teachers of exceptional children for the first time after September 1, 1951, shall meet the requirements for the general certificate of approval, unless such teachers are to be employed in an approved unit with a previously qualified teacher who holds a certificate of approval in the beginning teacher's field of specialization, provided further that such beginning teacher of exceptional children shall have completed not less than twelve semester hours of such training including the survey course in Area I.

2. Provisional certificates of approval, based upon experience and preparation, according to the following qualifications:

- (a) Qualified teachers with a major in elementary education and at least one year of teaching experience at the elementary school level may receive a provisional certificate of approval valid for the elementary school level upon completion of 12 semester hours in special courses listed under general certificate of approval, including the survey course.
- (b) Qualified teachers with a major or minor in subject matter fields may receive the provisional certificate of approval valid for the teaching of their subject matter specialization to exceptional children upon the completion of 12 semester hours of special courses listed under general certificate of approval, including the survey course.

Qualified teachers approved for special education units on a provisional certificate of approval shall complete the required courses for full approval not later than nine years from September 1, 1951.

- 3. Certificates of approval with a special endorsement in the fields of orthopedics, deficient vision, deficient hearing or mentally retarded shall be available to qualified teachers upon the completion of the required courses in Area I and II plus 12 semester hours in their field of endorsement.
- 4. Certificates of approval for teachers of exceptional children with an endorsement as speech and hearing therapists shall be available upon the successful completion of:
 - (a) Twelve (12) semester hours of courses in related fields or similar to Areas I and II.
 - (b) Two hundred clock hours of clinical practice in speech correction.

- (c) Introductory speech correction and fifteen (15) additional semester hours in advanced courses relating specifically to the field of speech and hearing therapy.

Applications for certificates of approval in special may be secured from the Division of Teacher Education and Certification, Texas Education Agency, Austin, Texas or from colleges and universities with approved programs in these areas.

VI. PLANNING AND MAINTAINING THE DAILY SCHEDULE

When planning the daily schedule, the special teacher should keep in mind that the school day of the handicapped child should be as near that of a normal child as the exceptional child's condition will permit. This means that the school day of the teacher will be as full as if you were teaching normal children with the exception of the provision for necessary conferences with parents.

The superintendent's copy of the current schedule should enable him to tell at any hour during the school day where the teacher is and what grade or what pupils are being taught. A data sheet on each child proposed to be taught, together with the daily schedule of the teacher, are prerequisites for state approval of units.

VII. RELATIONSHIP WITH THE TEXAS EDUCATION AGENCY

The Division of Special Education is a part of Instructional Services and has close ties with the Divisions of Finance, Teacher

Education and Certification, Accreditation and School Audits in the State Department of Education. The Divisions of Vocational Rehabilitation and Textbooks in the Texas Education Agency also render cooperative services to special education.

The purpose of the Division of Special Education of the Texas Education Agency is to assist the public schools of Texas develop and provide the educational services needed by exceptional children as provided by law.

To achieve this purpose, the Division of Special Education performs functions designated either directly or implied by the provisions of the Texas statutes. The functions are : (1) Leadership; (2) Regulation; and (3) Operation.⁴¹

Leadership includes state-wide planning, consultative services, public relations, workshop participation, stimulating in-service education of teachers and preparation of curriculum materials.

Regulation includes, interpreting the provisions of the state laws in terms of practice, developing standards and policies as implied by law and auditing to see that laws, standards and policies are followed.

Operation includes, allocating financial funds for special programs, issuing textbooks and providing certain special instructional

⁴¹Ibid., p. 14.

material and equipment.

A director, a chief consultant, three other consultants and one secretary make up the staff of the Division of Special Education. Each consultant has the responsibility for giving state-wide leadership in a specialized area and for aiding in the development and organization of all other programs for the various types of exceptional children.⁴²

The development of sound public relations, assistance in college workshops, recruitment of teachers, and the stimulation of in-service training programs for teachers are the responsibility of the professional staff.

SUMMARY

The need for special education is determined by a survey of the local school. Potential candidates are evaluated by a complete psychological study (including doctor's report, school, and personal history) and recommended for placement by a local placement committee.

A plan for organizing and administering special education is developed by the local school system and submitted to the Division of Special Education for approval. Parents are interviewed regarding the placement of the child in a special education class.

A classroom with specialized equipment and supplies is

⁴²
Ibid.

provided by the local school for each unit.

The superintendent files an application with the Director along with a copy of the local plan prior to June 1 each year. Applications for special education units are reviewed jointly in the Texas Education Agency by the Division of Special Education and the Finance Division. If all substantiating data are in order, approval of the unit is made and the school is notified.

Upon receiving approval for the operation of a unit in special education the school superintendent is charged with the responsibility of employing a properly certified teacher. Teachers are certified according to the area in which they will teach.

Texas provides special education for the visually, orthopedically and auditorily handicapped; the educable and trainable mentally retarded and for the speech handicapped. Special services for the intellectually accelerated, the socially maladjusted, and the emotionally disturbed are not included in the present special education program in Texas.

CHAPTER IV

SURVEY OF TEXAS NEGRO SCHOOLS WITH SPECIAL EDUCATION FACILITIES

Special education programs, as well as curricular or extra-curricular activities vary from one school to another. No hard and fast pattern governs the extent and nature of programs found in schools today. The school's organization, as well as its locality, will to a large degree dictate what services are provided and the extent of this provision. Regardless of their variation, however, certain similarities should pervade all special education programs if they are to be effective. The Texas Plan of Organization as found in Chapter III emphasizes this fact.

The purpose of this chapter is to review the responses made by school personnel in the schools studied where special education services were provided.

Explanations of the responses to the items listed on the questionnaire are given by two methods. Responses to the questions are recorded on tables designed for this purpose. In addition, further explanation of the responses is recorded in narrative style.

The section on organization reviews the findings of aspects

of special education administration, quarters provided for special education and adequacy of budget allotted for special education. The section on test information and records will review the extent of psychological testing in all schools studied along with the use made of test results and personnel responsible for test administration.

I. ORGANIZATION

Responsibility For Coordinating The Special Education Program

The superintendent and the principal are responsible for the majority of activities that take place in the school. By this token they are also responsible for the special education program. However, the many and varied duties which they must perform make it almost impossible for them to give proper leadership to special education. Because of this, they will or should under most circumstances delegate this duty or portions of it to someone else.

In Table II the information has been presented which shows personnel responsible for coordinating special education programs in the schools studied and time allotted by each. These findings reveal that a wide range of educational workers share this responsibility. Nearly three-fourths of these workers are special

TABLE II

PERSONNEL RESPONSIBLE FOR COORDINATING SPECIAL
EDUCATION PROGRAM AND TIME ALLOTTED

Personnel and time devoted to special education coordination	Elementary Grades 1-6	High School Grades 9-12	Combination School Grades 1-12
Special education teacher			
Full-time	32	14	13
3/4 time	00 00	00 00	00 00
1/2 time	00 00	00 00	00 00
1/4 time	00 00	00 00	00 00
Assistant principal			
1/2 time	00 00	00 00	00 00
1/4 time	00 00	00 00	1
Principal			
1/2 time	00 00	00 00	00 00
1/4 time	9	2	1
Superintendent			
1/2 time	00 00	1	00 00
1/4 time	5	2	00 00
An interested teacher			
1/2 time	3	1	00 00
1/4 time	00 00	1	00 00
TOTALS	50	17	15

education teachers, while those remaining consist of the principal, superintendent and interested teachers. The eight schools in which the superintendent assisted in special education were quite unique since these persons are generally so far removed from the teaching program that they seemingly would have little time or opportunity to perform special education functions.

1. Special education teacher. All three classes of schools studied as shown in Table II reported full-time special education teachers as representing the greatest number of persons in the schools who were responsible for the special education program. Thirty-four special education teachers located in approximately seventy percent of the elementary schools assisted in the special education program. Thirty-two of these teachers devoted full-time to special education and two devoted only one-fourth of their time.

In the schools classed as high schools, fourteen teachers in approximately eighty-two percent of the schools shared in the special education responsibilities. Thirteen of these teachers devoted full-time to special education duties and one teacher devoted only one-fourth of her time.

2. Assistant principal. Only one assistant principal out of the three classes of schools shared some responsibility for the

special education program. This was in the combination class schools and only one-fourth time was devoted to coordinating the special education program.

3. Superintendents. Eight superintendents were reported as sharing responsibility for the special education program. Five of these superintendents were found in the schools classed as elementary schools, devoting one-fourth of their time to special education. The other three were in the high school group with two devoting one-fourth of their time to special education and one devoting one-half time.

4. An interested teacher. In the schools classed as elementary schools three interested teachers were indicated as responsible for coordinating the special education program. One interested teacher in the high school group was reported as responsible for coordinating special education activities. All four of the teachers devoted one-half time to the special education program.

In-Service Education For Special Education

The development of faculty understanding concerning the importance of special education and its place in the school organization must be realized if teachers are to contribute to the success

of the program. It should be understood that an effective special education program will not be fully realized unless a regular phase of in-service education with special education emphasis, is a planned part of the school's program.

The study revealed as indicated in Table III, that approximately two-thirds of these schools maintain in-service education as a regular phase of their school program.

TABLE III

USE OF IN-SERVICE EDUCATION PROGRAMS FOR IMPROVEMENT OF SPECIAL EDUCATION TEACHERS

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N-50		N-17		N-15		N-82	
Regular in-service program	35	70	10	59	11	74	56	69
Sometimes emphasized	7	14	3	17	4	26	14	17
Seldom discussed	1	2	-	-	-	-	1	1
None	4	8	2	12	-	-	6	7
No response	3	6	2	12	-	-	5	6
Totals	50	100	17	100	15	100	82	100

The remaining one-third seldom discussed or made no provisions for in-service education.

The respondents revealed that in-service education was emphasized in the schools in the larger cities as a regular phase of the in-service education program to a greater degree than in the smaller schools. Only seven percent of the schools made no provision for special education.

Special Education Quarters

If the special education program is to be effectively rendered then adequate housing should be provided. Special education teachers or those serving in that capacity should have housing provided in which records can be kept and to which those who need special education services can be served without interference from others. Nearly seventy percent of the schools in this study had special classrooms equipped with special education facilities. Twenty-five percent of the schools in this study used the regular classroom with additional equipment for the special education program. The picture presented in Table IV seems to be a valid one since only two percent of the schools failed to respond to the items which dealt with availability of quarters and only three percent indicated no available quarters. This shows a nearly

TABLE IV

PROVISION FOR SPECIAL EDUCATION QUARTERS

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N=50		N=17		N=15		N=82	
Special classroom	35	70	9	53	13	87	57	71
Regular classroom	13	26	4	23	2	13	19	23
None available	2	4	2	12	--	--	4	4
No response	--	--	2	12	--	--	2	2
Totals	50	100	17	100	15	100	82	100

TABLE V

ADEQUACY OF SPECIAL EDUCATION QUARTERS PROVIDED

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N=50		N=17		N=15		N=82	
Excellent	7	14	5	29	1	7	13	16
Good	23	46	2	12	10	66	35	42
Fair	12	24	6	35	4	27	22	27
Poor	3	6	--	--	--	--	3	4
No response	5	10	4	24	--	--	9	11
Totals	50	100	17	100	15	100	82	100

one hundred percent response to items in this area.

The respondents have indicated that the majority of the special education quarters provided were adequate. A study of Table V further emphasizes this fact, and points out that less than fourteen percent of the schools reported inadequate facilities or made no responses.

As has been the case throughout the review of the findings, the larger schools seemed to make better physical plant provisions than did the smaller schools. This does not mean, however, that these provisions were all good and exclusive.

Budgetary Provisions For Special Education

Special education like all other worthwhile programs in the school must be adequately financed. The lack of adequate finances, like in-service education, is likely to reflect a meager program of special education in the school.

Table VI indicates that nearly seventy percent of all the schools studied had all expenses provided for in their budget. This finding was most misleading as to the adequacy of the budget because Table VII reveals that these schools need more money in order to properly carry out their special education program. Less than twenty percent of the respondents reported satisfaction with existing financial conditions in their schools.

TABLE VI

MONEY SET ASIDE IN BUDGET TO PROVIDE FOR EXPENSES
INCURRED IN CARRYING OUT SPECIAL EDUCATION PROGRAM

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N-50		N-17		N-15		N-82	
All expenses provided for program	33	66	10	59	12	80	55	67
Portion of expenses provided	10	20	1	5	3	20	14	17
No provisions	3	6	3	18	-	-	6	7
No response	4	8	3	18	-	-	7	9
Totals	50	100	17	100	15	100	82	100

TABLE VII

ADEQUACY OF AMOUNT SET ASIDE TO PROVIDE FOR EXPENSES
INCURRED IN CARRYING OUT SPECIAL EDUCATION PROGRAM

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N-50		N-17		N-15		N-82	
Excellent	10	20	4	24	3	20	17	21
Good	22	44	5	29	6	40	33	41
Fair	10	20	2	12	6	40	18	22
Poor	3	6	2	12	-	-	5	6
No response	5	10	4	23	-	-	9	10
Totals	50	100	17	100	15	100	82	100

This points up the fact that the present system of distributing money for special education services is inadequate and other bases must be found which permit adequate allotments to be made to smaller schools.

The writer tends to feel that financial conditions for special education services are much more inadequate in the Negro schools than the above findings imply.

Aspects Of The Special Education Program

The next question requested the respondents to give their opinion of the special education program in their school by evaluating certain aspects of the program. The purpose of this was to determine the strengths and weaknesses within the special education facilities of the schools studied and to make comparisons on the basis of the information given.

1. Orientation services. The responses to this question revealed as shown in Tables VIII and IX that more than three-fourths of the schools in this study seem to do adequate planning for orientation and felt that their program was strong in this respect.

Comments made as to those aspects of the orientation program which needed improvement were: (1) Understanding the special learning problem of the new students; (2) introduction of students to activities and philosophy and program of the school and (3) involve-

TABLE VIII

SUMMARY OF POSITIVE RESPONSES DESCRIBING ASPECTS OF THE SPECIAL EDUCATION PROGRAM

	Elementary N=50 %	High School N=17 %	Combined N=15 %
	Percentages of Strong Ratings		
Orientation services	90%	70%	100%
Test information and records	82%	64%	93%
Appraisal services	70%	52%	86%
Counseling services	66%	52%	80%
Occupational information	50%	47%	66%
Follow-up services	42%	29%	66%

Positive responses represent the sum of strong and fair responses

SUMMARY OF NEGATIVE RESPONSES DESCRIBING ASPECTS OF SPECIAL
EDUCATION PROGRAM

	TABLE IX		
	Elementary N=50 %	High School N=17 %	Combined N=15 %
	Percentage of Weak Ratings		
Orientation services	18%	29%	67%
Test information and records	18%	35%	6%
Appraisal services	30%	47%	13%
Counseling services	30%	47%	20%
Occupational information	30%	52%	20%
Follow-up services	48%	70%	13%

Negative responses represent the sum of weak and no responses.

ment of parents in the school program to give them a better understanding of what is being done.

2. Test information and records. The findings also pointed out that the majority of respondents felt that their test information and records was one of the strongest aspects of their special education program. Detailed information concerning this may be found later in this chapter in the section on Test Information and Records.

3. Appraisal services. The major function of the appraisal service is to provide data about students that will facilitate in meeting their needs. Only thirteen percent of the schools studied indicated a weak response to this aspect. The strongest appraisal aspect for all schools studied was the accessibility of records to teachers. Other strong aspects of the appraisal services included the following: (1) Cooperation of the staff; and (2) the cumulative record.

Improvements most desired by the respondents for their appraisal services were as follows: (1) Wider use of appraisal material by teachers; (2) develop an interest on the part of teachers in contributing to cumulative folders and making use of the material.

4. Counseling services. The counseling services in the schools studied seemed to be consistently better in the larger schools and city schools than in the medium and small schools.

In the medium and small schools, the person, in the majority of cases, responsible for counseling services was an interested teacher. However, these individuals who assisted in counseling in these schools did a fair job of performing counseling duties.

As shown in Tables VIII and IX, eighty percent of the schools studied felt their counseling services were adequate but needed improvement.

Areas which needed improvement according to comments made were as follows: (1) More professionally trained counselors; (2) more parent contact with counselors in order to learn more about the student; and (3) divorcing the counselor from the discipline problem.

5. Occupational information. The educational and occupational information services assist young people in securing educational and occupational information which will help them in gaining a better understanding of their opportunities in this modern age. The services, though better organized in the larger schools are decidedly weak in the majority of schools studied according to Table IX.

Only sixty-six percent of the schools studied rated this aspect of their program as strong. Approximately thirty-three percent of the respondents rated this aspect of the school's program as being weak.

Some of the comments made by respondents concerning the strongest aspects of this service were as follows: (1) The school maintains a good collection of books, pamphlets and other materials covering a wide range of vocations; (2) the materials are available to pupils and teachers; (3) career clinics are conducted. The latter statement applies to the high school respondents only.

A desire was expressed to improve the following aspects: (1) More use to be made of the available information; and (2) a wider collection of material should be made available.

6. Follow-up services. The follow-up services provide an organized plan for the follow-up of all pupils who are promoted, graduate, drop-out or leave school to enter occupational fields.

The majority of the schools studied indicated that this aspect of the program was provided for (see Tables VIII and IX, pages 57 and 58). It is revealed, however, that few strong ratings were given to this aspect either in the large or small schools.

Most respondents indicated that all aspects of the follow-up services needed improvement. Some of the areas needing

improvement were: (1) Closer contact maintained with students who drop out of school, (2) annual occupational conferences need to be conducted and (3) more qualified personnel made available to plan adequately for these services.

Evaluative Criteria Which Measures Effectiveness Of Special Education Program

The organization of the special education program, like other agencies in the school, has its birth in the school's efforts to meet the needs of its pupils. No school can properly administer special education services to students by attempting to meet needs through incidental procedures.

In order to determine if the needs of the pupils are being adequately met, it will be necessary from time to time to evaluate the special education program.

Table X points out that approximately ten percent of the schools studied reported the establishment of special education within their schools had lessened the disciplinary problem to a moderate degree. Twenty-eight percent felt that it had been most effective in lessening the disciplinary problem and nine percent felt it had been least effective.

It further points out that over forty-five percent of the respondents felt that the most effective evaluative criteria as

TABLE X

EVALUATIVE CRITERIA WHICH MEASURES EFFECTIVENESS OF SPECIAL
EDUCATION PROGRAM IN THE THREE CLASSES OF SCHOOLS

Evaluative Criteria	Most effective %	Moderately effective %	Least effective %
Lessened disciplinary problems	10%	31%	33%
Caused more defeated pupils to become hopeful	47%	25%	9%
Academic progress shown by pupils who did not usually respond	43%	26%	
Provided vocational oppor- tunity for some pupils		18%	58%
Totals	100%	100%	100%

a result of special education services was that pupils who previously felt defeated had become more hopeful and academic progress was being shown by more pupils who usually failed to respond. This indicated that some of the needs of the pupils were being met as a result of having special education services provided them.

Less than thirty-five percent of the schools provided vocational opportunity for some of its pupils. A strong need is shown for better vocational planning in the schools especially those at the high school level.

Because evaluation is one of the cornerstones upon which good special education programs are built, then evaluation must be considered an integral part of the special education program. Progress comes through evaluation.

Factors Influencing Establishment Of Special Education

Realizing that certain factors must exist in order to arouse an awareness as to the need for special education the above question was asked.

The responses to this question as shown in Table XI reveal that fifty-five percent of all the schools studied felt that the indication made by classroom teachers concerning the need for special education services in their respective schools was the determining factor in the establishment of such a program in their schools.

TABLE XI

FACTORS INFLUENCING ESTABLISHMENT OF SPECIAL EDUCATION
IN THE THREE CLASSES OF SCHOOLS

Factors	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N=50		N=17		N=15		N=82	
Excessive failures	7	14	3	18	5	34	15	19
Excessive drop-outs	2	4	3	18	"	"	5	6
P.T.A. interest	4	8	1	6	"	"	5	6
Classroom teachers indicated need	35	70	10	58	10	66	55	67
Disciplinary problems	2	4	"	"	"	"	2	2
Totals	50	100	17	100	15	100	82	100

Eighteen percent of the schools studied rated excessive failures as the second highest influential factor in establishing special education services in their schools. Excessive drop-outs and P.T.A. interest seemingly had only a slight influence on the establishment of special education in the schools as indicated by the respondents.

Only two schools indicated that disciplinary problems was a contributing factor in establishing special education services within those schools.

Comments On Influence of Special Education

Opinions on the influence made by the special education program in relationship to the total school program were solicited from the respondents.

All respondents did not comment in the space allotted on the questionnaire however. (see Appendix A)

Those respondents making comments indicated the following influences had been made upon the schools as a result of having special education services: (1) It has raised the morale of teacher and students; (2) the drop-out rate decreased; (3) it enabled the school to better carry out its philosophy of helping each child to develop to his maximum capacity; (4) it caused a reduction in the number of pupils being retained; (5) it allowed more individualized

instruction to be given by the teacher and enabled homogenous grouping of pupils according to their ability and (6) it lessened the disciplinary problem.

A few of the respondents made the following negative comments; (1) The influence has not been as wholesome as we expected it to be; (2) it has been regarded as a baby-sitting "catch-all" rather than an integral part of the schools educational program; and (3) in some respects it has been helpful and in some respects discouraging.

Most of the respondents in all of the schools who made comments seem to feel that relieving the regular classroom teacher of the responsibility for the retarded children and allowing her the opportunity to devote more time to the normal pupil was the most significant influence exerted upon the school's program as a result of having special education services.

II. TEST INFORMATION AND RECORDS

Psychological tests are invaluable tools for securing information about students. The testing program like the special education program of which it is a part must be a continuous process. The program should start in the lower grades and extend periodically throughout all grades in the school. The findings indicated that

this is true of all of the classes of schools participating in this study. Table XII reveals that various tests were administered from the first through the twelfth grade in all of the classes of schools studied.

TABLE XII
NUMBER AND TYPES OF TESTS ADMINISTERED TO GROUPS

Test Used	Grades 1-6	Grades 6-9	Grades 9-12
Intelligence	52	8	8
Scholastic aptitude	13	4	10
Achievement	48	8	11
Diagnostic	21	5	8
Other test:			
Reading	42	6	-
WISC	21	8	-

The findings reveal that more intelligence, reading and achievement tests were administered in the schools than any of the other tests. These tests were administered more in grades one through six than in the intermediate and upper grades.

The larger schools revealed a wider range of tests being administered. The eighty-two schools responding seemed to rely chiefly on the intelligence, achievement, reading and diagnostic test as a basis for determining special education assignments.

Test Used For Special Education Purposes

Table XIII indicates that intelligence tests were used more than any of the others in determining the need for special education programs. Scholastic aptitude, diagnostic and teacher made tests also played an important part in determining those who needed special education according to the respondents in this study.

Test Administration

The counselor was found to be the chief test administrator in most of the schools studied as revealed in Table XIV. A few of the larger schools indicated that their tests were administered by a psychiatrist where the smaller schools had to rely on classroom teachers to administer their tests. This seemed to indicate the lack of trained personnel in these schools capable of administering test.

The findings indicate a definite pattern with regard to test administration; as schools increase in size the responsibility for test administration is delegated to more qualified staff members.

The Cumulative Record

The cumulative record of the schools in this study, as shown in Table XV, all made provisions for home and background information. The record also showed other similarities. These

TABLE XIII

TESTS USED FOR SPECIAL EDUCATION PURPOSES

Type of Tests	Elem	High Sch	Combined
Intelligence	37	7	11
Achievement	1	-	5
Scholastic aptitude	18	4	5
Diagnostic	13	4	10
Reading	5	-	2
WISC	6	-	4

TABLE XIV

OFFICIAL RESPONSIBLE FOR ADMINISTERING TESTS

Official Responsible	Elem	High Sch	Combined
Principal	7	1	1
Assistant Principal	-	-	-
Counselor	16	9	9
Classroom teacher	7	3	1
Homeroom teacher	5	3	1
Psychiatrist	6	1	3

TABLE XV

CHARACTERISTICS OF CUMULATIVE RECORD CARDS

Characteristics	Number of schools maintaining each kind of information		
	Elem N=50	High Sch N=17	Combined N=15
Background and personal history	47	14	12
Test results and percentile rank	47	14	14
Health and physical status ratings	38	14	10
Personality rating	32	10	10
School grade	43	13	14
Attendance record	48	16	14
Teacher comments	45	14	11
Rank in graduation class	34	11	9
Extra-curricular participation	15	8	9

similarities were in provisions for: (1) Test results and percentile rank; (2) personality ratings; (3) attendance records; (4) academic standing; (5) health and physical status ratings; (6) teacher comments and (7) extra-curricular activity participation.

The records of the larger city schools make more provisions for entries than do the smaller schools.

SUMMARY

In addition to the principal and superintendent in the schools participating in this study, the majority of personnel reported responsible for coordinating special education activities was the special education teacher. While this may seem to indicate that all the schools reporting enrolled such personnel, this was not the case for some respondents reported the assistant principal and interested teachers with special education responsibilities.

The in-service education programs were found as a regular part of the school program in the majority of the schools in this study.

Most of the schools provided special classroom facilities

while the remaining schools used the regular classroom. Only four of the schools made no provision for special education quarters. Quarters in the larger schools were more adequate than those found in the smaller schools.

Financial provisions for special education were revealed to be inadequate and not sufficient for the purpose intended. The present basis for providing money for such services seem to favor the larger schools. The fact that this practice favored the larger schools was reflected throughout the findings in this chapter.

This study revealed that in evaluating certain aspects of the special education program it was found that most of the schools felt that the orientation services and test information and record services was the strongest aspect of their special education program. Appraisal and counseling services were also strong aspects of the program while occupational information and follow-up services were rated as a weak phase of their special education program.

The major factors which influenced the establishment of special education programs in the eighty-two schools participating were an indication made by classroom teachers concerning the need for these services and excessive failures which caused a high

retention rate. Excessive drop-outs and P.T.A. interest were reported as having a slight influence and only two schools indicated that disciplinary problems served as a basis for determining the need for special education services.

Many interesting comments were made by the respondents concerning the influence made by special education upon the school. The most significant ones were as follows: (1) It enabled the school to better carry out its philosophy of meeting the individual needs of students and allowing them to develop according to their own capabilities; and (2) it caused the drop-out rate to decrease and awakened parents to their responsibility to the retarded child.

Some schools in all three classes administer psychological tests to students. The majority of tests administered were intelligence, achievement, reading and diagnostic tests. These tests were used to a great degree as a basis for placing retarded pupils in special classes.

The counselor was found to be the chief test administrator in those schools where personnel were available. Some of the larger schools used the psychiatrist to administer its tests.

While the cumulative record of the schools were found to be similar in many characteristics, the records of larger schools provided for more entries.

CHAPTER V

SURVEY OF TEXAS NEGRO SCHOOLS WITHOUT SPECIAL EDUCATION SERVICES

The growing concern about the education for all youth being the kind which develops well-rounded individuals, and the realization that there are certain imperative needs common to all youth, implies that special education services should be made available to all students.

This chapter attempts to review the findings of the one hundred and four schools included in this study without special education services and to determine the extent to which these services are needed as revealed by the respondents.

It should be pointed out that the enrollment of the schools participating in Questionnaire B were in some respects smaller than the schools participating in Questionnaire A. This could account for one of the reasons why special education services had not been established in these schools. However, the size of the school should not be the determining factor in establishing a need for special education.

Explanation of the items listed on Questionnaire B are given by the same methods as indicated for Questionnaire A in Chapter IV.

The section on Organization reviews the findings of surveys which have been conducted to determine a need for special education; the attitude and reaction of administrative personnel and community leaders toward special education programs; and whether or not qualified personnel is already available to assume special education duties.

The section on test information is similar to that in Chapter IV which reviews the psychological testing in the schools studied and persons responsible for administering these tests, along with information found on the cumulative record card.

I. ORGANIZATION

Surveys Made To Determine Need For Special Education

According to the Texas plan for special education, a survey must be made by the local school to determine the need for special education.⁴³

This question was asked in an attempt to see how many schools without special education had made surveys to determine the need for these services. Thirty-three percent of the schools as indicated in Table XVI had conducted surveys within the past

⁴³Texas Education Agency, Bulletin 520., op. cit., p. 6.

five years.

This indicates that these schools are interested and have sensed a need for special education facilities.

TABLE XVI

SURVEYS CONDUCTED TO DETERMINE NECESSITY OF SPECIAL EDUCATION

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N-30		N-7		N-67		N-104	
Survey made within last five years	9	31	4	58	22	33	35	34
Survey made but not within last five years	3	10	1	14	14	20	18	17
No survey made	14	46	1	14	28	42	43	41
No response	4	13	1	14	3	5	8	8
Totals	30	100	7	100	67	100	104	100

Seventeen percent of the schools had conducted surveys but not within the past five years. Many of these respondents felt that conditions had changed to such an extent that a more recent survey would be needed to secure adequate information concerning the need for the establishment of special education in these schools.

Forty-one percent of the schools indicated that they had conducted no survey. This indicates a lack of interest by the school personnel and members of the community for such a program. It is the opinion of the writer that within forty-one percent of the schools which indicated they had conducted no survey there are some children who could benefit from special education services.

Factors Preventing Establishment Of Special Education

It was indicated by some respondents that although surveys had been made by their school to determine the need for special education facilities the majority of the schools were still without these services.

The purpose of this question was to find out what factors prohibited plans made to initiate the setting up of special education programs.

The findings reveal the following information as indicated in Table XVII. Eight percent of the schools felt that the need for special education facilities had not been interpreted to the public adequately. They had failed to realize that the schools belong to the people of the community and that education is a matter of public concern.

Another crucial problem which seemed to face the administrator and his desire to provide special education was the lack of

suitable classroom space within the school for exceptional children. This was due to increased pupil enrollment and overcrowded conditions which already existed in the classroom. Twenty-nine percent of the respondents as show in Table XVII supported this fact.

TABLE XVII

FACTORS PREVENTING ESTABLISHMENT OF SPECIAL EDUCATION

Reasons for no special education units	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N=30		N=7		N=67		N=104	
Public inadequately informed	2	7	1	14	6	9	9	9
Lack of available quarters	6	20	2	29	23	35	31	29
Insufficient finance	9	31	3	43	21	31	32	31
Improper methods of identifying pupils	5	16	-	-	-	-	6	6
No response	8	26	1	14	17	25	26	25
Totals	30	100	7	100	67	100	104	100

Five percent of the respondents felt that their methods of identifying the pupils were inadequate and this had an effect on the establishment of classes in their schools. The majority or thirty percent of respondents indicated that insufficient finance was the chief

reason. This suggests that lack of finance in the school district or school budget prohibited the establishment of special education within many of the schools.

A substantial reason for this may be due to the fact that it costs more to educate children who require special education services than it does the average child. The Texas Education Agency only provides a special allowance to the school district for this purpose and the school district is responsible for providing the rest.⁴⁴ Some districts find it difficult to provide the portions of funds needed for this purpose.

Availability Of Qualified Personnel

Before approval can be granted for the operation or establishment of a unit in special education, a teacher who possesses the proper certification requirements and desirable personal characteristics has to be made available.

In order to identify persons who were already employed within the schools capable of assuming these responsibilities the above question was asked. The findings pointed out as revealed in Table XVIII that only nineteen percent of the school had qualified personnel already available who could assume these duties if the school sought to establish a special education program.

Sixty-six percent of the schools indicated they had no qualified

persons already employed in their schools who could assume these responsibilities.

This further points out the need for sufficient finance in order to employ qualified teachers when the school seeks to establish a special education program.

TABLE XVIII

AVAILABILITY OF QUALIFIED PERSONNEL

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N-30		N-7		N-67		N-104	
Qualified personnel available	7	23	1	14	12	17	20	19
No personnel available	18	60	5	72	46	69	69	66
No response	5	17	1	14	9	14	15	15
Totals	30	100	7	100	67	100	104	100

Attitude Of Administrators Toward Special Education

The administration and supervision of special education programs is a task which requires specialized professional skills and knowledge. Because of the variety and complexity of the problems in this field it is essential that those who supervise and administer these programs be aware of the necessity for such programs and have

the training and experience which will enable them to understand and appreciate what opportunities it should provide for pupils in their schools.

The purpose of this question was to determine to what extent the administrators participating in the schools in this study felt that a special education program was needed in their school as indicated in Table XIX.

TABLE XIX

ATTITUDE OF ADMINISTRATORS TOWARD ESTABLISHMENT OF SPECIAL EDUCATION

	Elem		High Sch		Combined		Total	
	No.	%	No.	%	No.	%	No.	%
	N=30		N=7		N=67		N=104	
Greatly impressed for need	12	40	5	72	16	24	33	31
Reservations based on initial cost	6	20	1	14	31	46	38	36
Feel no immediate need	4	13	-	-	1	2	5	5
No response	8	27	1	14	19	28	28	28
Totals	30	100	7	100	67	100	104	100

The responses to this question indicate that thirty percent of the administrators were greatly impressed as to the need for these services. Thirty-six percent of them felt a need for these

services but expressed some reservations based on initial cost of such services. Only five percent of the respondents felt no immediate need for special education within their schools and gave the following comments: (1) "We have no retarded children in our schools"; (2) "our present classroom facilities are adequate and teachers are capable of coping with the existing problems without special education".

It is felt that a more representative picture of the attitude of administrators could have been gained from this question if more respondents had replied. As indicated in Table XIX, only twenty-seven percent of the respondents made no response.

Attitude Of Parents and Community Toward Special Education

Usually citizens in a community are ill informed or have misconceptions about educational programs for exceptional children. Unless an adult has a retarded child or happens to be closely related to one, he is likely to be unaware that these pupils need to be provided with special education and the benefits that can be derived from it.

The purpose of this item on the questionnaire was to seek the attitude of parents and the community toward the need for special education in their schools as a result of previous surveys made.

According to Table XX, ninety-eight percent of the parents possessed favorable attitudes toward the need for special education

and only two percent expressed negative attitudes. This finding is significant because it reveals that the attitude of parents have changed tremendously toward recognizing the need for special education.

TABLE XX

ATTITUDE OF PARENTS AND COMMUNITY TOWARD
NEED FOR SPECIAL EDUCATION

	Percentage of responses	
	Favorable	Unfavorable
Parents	98%	2%
Welfare agencies	90%	
Community leaders	98%	
Classroom teachers	100%	

Ninety percent of the welfare agencies in the community indicated favorable attitudes toward the need for special education. The remaining ten percent made no reply. Ninety-eight percent of the community leaders (ministers, businessmen and others) also felt a need for these services within the schools in their community. A one hundred percent favorable response was obtained from classroom teachers concerning the need for special education in their school.

The writer is of the opinion that the response made by

classroom teacher is the most valid and significant since they are responsible for teaching and appraising these pupils in their regular classes. They are aware of problems which point out the need for special education services that parents and community persons may fail to see.

Opinions By Respondents Toward Necessity Of Special Education

The respondents were asked to list some of the important factors which has caused them to sense a need for special education in their school. Some of the factors given were: (1) Scholastic retardation, (2) excessive drop-outs, (3) excessive disciplinary problems in the school, (4) emotional disturbances and (5) results of psychological and teacher made test.

Some of the other factors listed by respondents such as "reading difficulties" and "poor study habits" were not included as a part of the above information because the writer feels that these problems are those which can be resolved within the school and are not significant enough to use as a basis for establishing special education services.

II. TEST INFORMATION AND RECORDS

As has been previously indicated in Chapter IV, psychological tests are invaluable tools for securing information about students.

Many individual intelligence tests are available to aid in the intellectual evaluation of an individual, whether or not he has a physical or sensory handicap.

Included in a complete psychological diagnosis should be an intellectual evaluation (both verbal and performance), an evaluation of aptitudes and interest, and an evaluation of personality traits, structure and adjustment. Adequate information in these areas of behavior will provide the administrators with a better understanding of the child's present operational level, some insight into his possible potentials, and reasons why he acts as he does. Only with this understanding can realistic program planning be accomplished.

The findings reveal that all of the schools participating in this study administered various tests from grades one through twelve. The majority of tests administered were intelligence, achievement, diagnostic and reading readiness.

These tests were administered more at the elementary school level than at the high school level.

Table XXI reveals that more achievement tests were administered in grades one through six than in any of the other grades. Thirty schools indicated that they administered achievement test in grades six through nine.

TABLE XXI
NUMBER AND TYPES OF TEST ADMINISTERED TO GROUPS

Tests Used	Grades 1-6	Grades 6-9	Grades 9-12	None or No response
Intelligence	41	41	5	17
Scholastic aptitude	20	26	4	56
Achievement	60	30	8	6
Diagnostic	40	35	20	9
Reading	34	20	-	50

Test Administration

The counselor was found to be the chief person responsible for test administration in all the schools responding to Questionnaire B. In those schools where counselors were not available the classroom teacher seemed to be the chief test administrator as indicated in Table XXII. The findings indicated that even though special education services are lacking in these schools, a great many of them seem to have trained personnel capable of administering psychological tests. This is especially important because the results of these tests need to be interpreted by individuals competent enough to understand their meaning and know how to apply the results.

TABLE XXII

OFFICIAL RESPONSIBLE FOR ADMINISTERING TESTS

Official Responsible	Elem No.	High Sch No.	Combined No.
Principal	2	-	13
Assistant Principal	-	-	-
Counselor	11	4	22
Classroom teacher	8	-	10
Homeroom teacher	2	-	7
Psychiatrist	-	-	-
Supervisor	6	2	4
Totals	29	6	56

The Cumulative Record

The cumulative record of the schools responding to Questionnaire B as shown in Table XXIII, all made provisions for

TABLE XXIII

CHARACTERISTICS OF CUMULATIVE RECORD CARDS

Characteristics	Number of schools maintaining each kind of information		
	Elem N=30	High Sch N=7	Combined N=67
Background and personal history	30	7	67
Test results	24	5	49
Health and physical ratings	26	6	60
Personality ratings	15	4	45
School grades	30	7	58
Attendance record	25	7	50
Teacher comments	16	2	12
Rank in class	19	6	24

home and background information. The records, though not to as great an extent, also showed other similarities. The similarities were in provision for the following entries: (1) Test results and raw standard scores, (2) attendance records, (3) personality ratings, (4) health and physical status ratings, (5) teacher comments and (6) graduation and rank.

SUMMARY

The Texas plan for determining a need for special education services requires each school to conduct a survey.

The majority of the schools responding to Questionnaire B and participating in this study had conducted surveys within the past five years or at one time prior to this period. This indicated a definite interest by these schools toward the need for special education.

The most significant factors which seemed to be responsible for prohibiting special education in these schools are as follows: (1) Insufficient finance, (2) lack of adequate classroom facilities, (3) failure to adequately inform the public and (4) poor methods of identifying pupils needing special education.

Only twenty percent of the schools had qualified personnel available who could carry out a special education program without an additional teacher being employed.

The attitude which was expressed by administrators toward the need for special education services indicated that the majority felt there was a need for these services although some had reservations based on initial outlay and cost of such a program.

Favorable attitudes were given by most of the parents and community leaders toward the need for special education services. The classroom teachers all seemed to be in favor of providing these services in the school because many of them were attempting to teach children in their regular classes who could benefit from special education services.

Varied and interesting comments were made by respondents relative to factors which necessitate special education services in the schools in this study. Among these were: (1) Scholastic retardation, (2) excessive drop-outs, (3) excessive disciplinary problems and (4) results of psychological and teacher made tests.

Some type of psychological test were administered to all of the schools participating in this study. The majority of the tests which were administered were intelligence, achievement, diagnostic and reading. These tests were given mostly between grades one and eight.

The counselor was found to be the person chiefly responsible for test administration in those schools where the enrollment was

large enough to have one. In other schools the principal and classroom teacher were responsible for administering most of the tests since trained personnel was not available.

There was a definite similarity of the cumulative record in all of the schools. The information provided included the essential items which would aid in identifying pupils who needed to benefit from special education services.

CHAPTER VI

CONCLUDING IMPLICATIONS WITH RECOMMENDATIONS

I. CONCLUDING IMPLICATIONS

The purpose of this study was to survey the nature, organization and extent of special education services for educable and trainable mentally retarded pupils in the Negro schools in the state of Texas. It also sought to identify the need for special education in those schools where such services did not exist.

The methods of attacking this problem were by a review of literature obtained from the Special Education Division of the Texas Education Agency and the development and distribution of questionnaires designed to sample the nature and extent of special education services provided by Negro schools in Texas. The Texas Public School Directory, along with the Special Education Unit Allocation Report for 1962-63, provided a means for locating and identifying the Negro schools contacted.

Questionnaires were mailed in the early part of December, 1962. One hundred and seventy-nine questionnaires were mailed to schools where special education services existed, and yielded a return of eighty-two questionnaires or forty percent of those mailed.

Two hundred eighty questionnaires mailed to schools without special education, yielded a return of one hundred and four questionnaires or thirty-seven percent of those mailed.

The one hundred eighty-six schools were classified in three groups according to range of grades within the school as follows: (1) Elementary (grades 1-8 inclusive); (2) high school (grades 9-12 inclusive); and (3) combination schools (grades 1-12 inclusive).

To gain information concerning developments in the field of special education in Texas Negro schools, letters were mailed to the Texas Education Agency, Special Education Division. This correspondence convinced the writer of the need for such a preliminary survey and furnished needed background material for the development of the inquiry forms and an interpretation of the status of special education services in Negro schools of Texas.

The forms of special education practices which were found in the schools studied that had special education programs, seemed to vary, depending on the school size and organization. The larger schools consistently revealed provisions for much better special education practices than did the smaller schools. This statement by no means is intended to convey the impression

that the programs in the larger schools are adequate. This is far from the present situation. The need and desire for improvement was evidenced by the responses made from larger schools as well as those from others.

All full-time special education teachers and supervisors were for the most part found in the larger schools. This finding might be expected since the larger schools tend to profit more from provisions made by the state for special service personnel.

While these provisions tend to favor the larger school, the findings of this study reflect that they do not sufficiently meet the needs of the majority of the larger schools. It seems evident, therefore, that if adequate special education practices are to prevail in all Negro schools in Texas, more funds must be earmarked specifically for the establishment, development and maintenance of this program.

This cannot be done equitably if the sole factor in providing finance for special education is based on the number of pupils within a district needing this service.

It was noted that more coordinating responsibilities were delegated to the special education teachers than any other staff members. This was true in the smaller schools as well as the large.

It indicates a lack of trained personnel to assist with any of these responsibilities. If the principal finds that he has no additional staff members qualified to assist with the coordination of the special education program, he should with the cooperation of some staff members set up an in-service education program or make provisions for them to attend one at a college in order that they may become aware of the various facets of special education.

The comments of many respondents implied that this need was recognized as one of the first steps in improving the special education program.

The needs of these youth are so many and varied until they rule out the efforts of any single staff member to meet them. A well organized program of special education functions as a group enterprise with staff members sharing in planning and carrying out special education activities.

Special education services were provided in eighty-two of the schools responding, but in most of these schools the services were not adequate enough to meet the needs of the youth who are enrolled in these schools. The lack of sufficient funds, trained personnel, adequate facilities and poor in-service education programs contributed largely to this present status in

which present practices lag far behind those found in white schools in Texas and recommendations in professional literature.

The special education services in Negro schools of Texas can be vastly improved if more leadership is exerted on the part of teacher training institutions. This statement is substantiated by the fact that Prairie View A. and M. College is the only Negro college in Texas offering an approved major in special education with emphasis on the Educable Mentally Retarded Children.

More leadership is needed on the part of the Texas Education Agency to constantly investigate and evaluate the development and maintenance of these program within the various schools.

The writer is firmly convinced that special education programs in the Negro schools of Texas will continue to suffer unless more external leadership is provided by the Texas Education Agency and by colleges and universities responsible for educating the majority of teachers.

The schools without special education programs all seemed to recognize the need for these services, although none of the schools indicated they had made initial steps toward securing a special education unit.

It is important to note that the majority of schools without special education facilities had smaller enrollments than those

schools with special education programs . Therefore, it was implied by the administrators that insufficient finance and the lack of classroom space were factors which had consistently prohibited the establishment of special education facilities in these schools .

It is interesting to note that there are seventy-three percent more Negro schools in Texas without special education programs than there are white schools and the size of the enrollment in the white schools in many instances is smaller than many of the Negro schools participating in this study, who indicated they did not have special education in their school. These findings readily readily provoke the question in the mind of the writer as to why this type of situation exists.

As indicated previously there is a definite need for external leadership from the Texas Education Agency in helping administrators in the Negro schools to properly examine their school organization, investigate the possibility of providing special education programs in their schools and helping them to secure sufficient finance to carry out the program when it has been established.

II. RECOMMENDATIONS

To implement better special education programs in the Negro schools of Texas, a necessary factor is creating an awareness among all staff members, students and members in the community as to its importance and what part each person must play to make it successful.

First, provisions should be made for the establishment of special education in many of those schools where they do not presently exist. The Texas Education Agency should exert more leadership in providing school districts with adequate finance with which to establish, develop and properly maintain special education programs.

The local school administrator responsible for the education of exceptional children in his school district, should look to the Agency and its consultants for assistance in developing special education programs. Cooperation between the state and local school administrators cannot help but result in the betterment of services and programs for exceptional children.

Second, provision for a program of professional growth for in-service teachers should be made. Such a program could include various courses in special education offered by teacher

education institutions. At frequent intervals during the year special education workshops could be conducted at each of the state colleges for Negroes. Teachers should be allowed to observe other special education teachers in their classrooms, institutes, workshops and conventions. A well stocked library of professional literature should be easily accessible to the teacher as this can contribute to their growth also.

Third, special education teachers and interested persons should be encouraged to become more competent through increment provided by school districts to encourage summer training programs in this field, and grants of leaves to prospective special education workers to attend colleges and universities during the regular school year.

Administrators cannot afford to place unsatisfactory, dissatisfied regular grade teachers in special education positions, therefore, much care should be given to the recruitment, selection and training of superior teachers for the special education responsibility.

Fourth, the Negro colleges and universities of Texas should include in their curricula more courses designed to educate teachers to the extent that their training will reflect itself in the

special education practices in their respective schools. They should also conduct frequent research studies to evaluate special education practices throughout the state with a view toward developing their curricula so that courses offered might meet the needs of the teachers.

Fifth, provision should be made for a variety of diagnostic services for the screening, identification, and certification of exceptional children if all needful children are to be discovered and placed in special education classes. These services should include competent medical, psychological and social service evaluations.

Sixth, guidance and counselling services should be provided to help the exceptional children who need these services become effective members of society. They need assistance in selecting a suitable occupation as well as help in gaining and holding a job in harmony with their interest, aptitude and abilities.

Finally, each school should be encouraged to make a thorough evaluation of the existing special education program, determine its strengths and weaknesses with a view toward making it more effective. Those schools without these services should not be content until all possibilities of providing these services for children who need them within their schools has been exhausted.

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APPENDIXES

APPENDIX A
QUESTIONNAIRE A

Box 2224
Prairie View A. and M. College
Prairie View, Texas
December 3, 1962

Dear Principal:

I am aware that a questionnaire at this particular time of the year is an imposition. However, the need for adequate special education facilities in the Negro schools today is such an important item it impels me to ask you to devote some of your time in filling out this questionnaire.

It is time for those of us, who are responsible for the education of Negro youth, here in Texas to stop and investigate the need for and adequacy of special education facilities in our schools.

One of the most crucial phases of this study depends upon a high percentage of replies from you and other school principals.

I sincerely hope you will cooperate with me in this endeavor by completing the enclosed questionnaire and returning it to me in the stamped self-addressed envelope at your earliest convenience.

Sincerely yours,

(Mrs.) Irma Kendrick

SURVEY OF SPECIAL EDUCATION SERVICES FOR THE EDUCABLE AND TRAINABLE MENTALLY RETARDED IN NEGRO SCHOOLS OF TEXAS

A Graduate Study at Prairie View A. and M. College

Developed by Irma Kendrick

NAME OF SCHOOL _____

GRADES INCLUDED _____ ENROLLMENT _____

NAME OF RESPONDENT _____

TITLE OF RESPONDENT _____

The following questions are intended to survey the extent to which special education services are provided for in your school. If this inquiry form does not enable you to describe these functions, please indicate them on the back of the pages.

ORGANIZATION

1. What administrators and/or instructional personnel are responsible for the coordination of special education services in your school and how much time do these individuals spend? (Please check the appropriate column by use of a check mark to indicate the individual and the approximate proportion of time devoted to these services.)

	1/4 time	1/2 time	3/4 time	Full-time
Superintendent	_____	_____	_____	_____
Principal	_____	_____	_____	_____
Assistant Principal	_____	_____	_____	_____
Special education teacher	_____	_____	_____	_____
An interested teacher	_____	_____	_____	_____

2. What emphasis is placed on in-service education programs or workshops to help special education teachers become more effective and competent in their field? (Please place a check mark before one of the items listed below.)

- a. _____ A regular in-service education program
- b. _____ In-service activities are emphasized sometimes
- c. _____ Seldom discussed
- d. _____ None
- e. Specify others _____

3. Does your school provide private facilities and quarters for the special education program? (Please indicate by a check mark)

- a. _____ Quarters specifically set aside for special education
- b. _____ Regular classroom with no additional facilities
- c. _____ No available quarters or facilities

4. If your answer to the above is (a) or (b) how do you rate the facilities and quarters in your school? (Please indicate by a check mark)

Excellent _____ Good _____ Fair _____ Poor _____

5. In your opinion how adequate is the budget allotted for expenses incurred in carrying out the special education program? (Please check the item you feel which best describes your program)

- a. _____ All expenses incurred are provided for in the budget
- b. _____ Only a portion of expenses are provided for in the budget
- c. _____ No provisions have been made in the budget for special education activities

6. If your answer to the above is (a) or (b) how do you classify the adequacy of the budget provided for these expenses? (Please indicate by a check mark)

Excellent _____ Good _____ Fair _____ Poor _____

7. Consider each of the following items carefully, then, give your opinion of the special education program in your school by checking where applicable the appropriate column below.

- (1) our program is strong in this respect
- (2) our program is fair in this respect but needs improvement
- (3) our program is weak in this respect
- (4) our school does not provide for this aspect of the program

	(1) Strong	(2) Fair	(3) Weak	(4) None
a. Orientation services	_____	_____	_____	_____
b. Test information and records	_____	_____	_____	_____
c. Appraisal services	_____	_____	_____	_____
d. Counseling services	_____	_____	_____	_____
e. Occupational information	_____	_____	_____	_____
f. Follow-up services	_____	_____	_____	_____

8. In your opinion, which of the following evaluative criteria best measures the overall effectiveness of your special education program? (Please place a (1) in front of the item you feel has been most effective; a (2) in front of the item you feel has been moderately effective; a (3) in front of the item you feel has been least effective; and a (4) in front of the item not applicable.)

- _____ Pupils who have previously been disciplinary problems
have ceased to be
- _____ Pupils who have been discouraged and defeated have
become hopeful
- _____ Pupils who have made no academic progress have made
definite though slow progress
- _____ Pupils who had no opportunity to do shop or handicraft
work have shown enough skill to be employed

9. Which of the following factors, if any had a significant influence on the establishment of special education units in your school? (Please indicate by a check mark)

- a. _____ Excessive failures
- b. _____ Excessive drop-outs
- c. _____ P.T.A. interest in the need for such a program
- d. _____ Classroom teachers indicated a need for these
services based on test information
- e. _____ Excessive disciplinary problems

10. Comments:

- a. In your opinion state the influence this special education program has made on your school as a whole.

TEST INFORMATION AND RECORDS

1. What types of tests are administered to pupils upon entrance into your school? (Please indicate type and grade administered to by a check mark. If no tests are given at any grade level please check none)

	1 - 6	6 - 9	9 - 12	None
a. Intelligence test	_____	_____	_____	_____
b. Scholastic aptitude test	_____	_____	_____	_____
c. Achievement test	_____	_____	_____	_____
d. Diagnostic test	_____	_____	_____	_____
e. Other test	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Which of the above tests are used for special education purposes? (Please check)

a. _____ b. _____ c. _____ d. _____ e. _____

3. Who is primarily responsible for administering these tests? (Please check)

Principal _____ Assistant Principal _____ Counselor _____
Classroom teacher _____ Homeroom teacher _____ Psychiatrist _____

4. Does your school maintain cumulative records? If so, what information found on them would be beneficial in the establishment of a special education program? (Please indicate by a check mark)

- a. _____ Background and personal history
- b. _____ Test results in raw score and percentile rank with specific identification of norms
- c. _____ Health and physical status ratings
- d. _____ Personality ratings
- e. _____ School grades
- f. _____ Attendance records
- g. _____ Teacher comments
- h. _____ (Specify others) _____

APPENDIX B
QUESTIONNAIRE B

SURVEY OF NEGRO SCHOOLS IN TEXAS WITHOUT SPECIAL EDUCATION FACILITIES

A Graduate Study at Prairie View A. and M. College

Developed by Irma Kendrick

NAME OF SCHOOL _____

GRADES INCLUDED _____ ENROLLMENT _____

NAME OF RESPONDENT _____

TITLE OF RESPONDENT _____

The following questions are intended to survey the extent to which you feel special education services are needed in your school. If this inquiry form does not enable you to describe these functions, please indicate them on the back of the pages.

ORGANIZATION

1. Has a local survey been made recently to determine the extent to which there is a need for special education in your school?

(Please check one of the following)

- a. _____ A survey has been made within the last five years
- b. _____ A survey has been made but not within the last five years
- c. _____ A survey of this type has never been made

2. If your answer to the above is (a) or (b) what do you feel has prohibited the establishment of a special education unit in your school? (Please indicate by placing a check mark in front of the item which is appropriate to your situation)

- a. _____ Failure to inform the public adequately as to the need for special education
- b. _____ Lack of available quarters and facilities
- c. _____ Insufficient finance to carry out a special education program
- d. _____ Failure to properly identify pupils who need special education

3. Do you have available qualified personnel presently employed who could carry out a special education program if funds were available?

_____ Yes _____ No

4. If your answer to Question 1 was (a) or (b), how would you describe the attitude of the administration in terms of the need for special education in your school? (Please check one of the following)

- a. _____ feel greatly impressed for need
 b. _____ some reservations based on initial outlay
 and cost of units
 c. _____ feel there is no immediate need

5. If a survey was made in your area as indicated in Question 1, how do you classify the reaction made by the following: (please indicate by a check mark)

	Favorable	Unfavorable
a. Parents	_____	_____
b. Welfare Agencies	_____	_____
c. Community leaders	_____	_____
d. Classroom teachers	_____	_____

6. Comments:

a. List some of the important factors, if any which have caused you to feel that there is definitely a need for special education in your school.

TEST INFORMATION AND RECORDS

1. What type of tests are administered to pupils upon entrance into your school? (Please indicate type and grade administered to by a check mark. If no test are given at any grade level please check none)

	1 - 6	6 - 9	9 - 12	None
a. Intelligence	_____	_____	_____	_____
b. Scholastic aptitude	_____	_____	_____	_____
c. Achievement	_____	_____	_____	_____
d. Diagnostic	_____	_____	_____	_____
e. Other test	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Who is primarily responsible for administering these tests? (Please check)

Principal _____ Assistant Principal _____ Counselor _____
 Classroom teacher _____ Homeroom teacher _____ Psychiatrist _____

3. Does your school maintain cumulative records? If so, what information found on them would be beneficial in the establishment of a special education program: (Please indicate by a check mark)

- a. _____ Background and personal history
- b. _____ Test results in raw score and percentile rank with specific identification of the norms
- c. _____ Health and physical status rating
- d. _____ Personality ratings
- e. _____ School grades
- f. _____ Attendance records
- g. _____ Teacher comments
- h. _____ (Specify others) _____

APPENDIX C
CORRESPONDENCE

APPENDIX C

CORRESPONDENCE

Mr. W. M. Stoker, Assistant Director, Division of Teacher Education, Texas Education Agency, Austin, Texas
October 15, 1962.

Mr. Don L. Partridge, Consultant, Division of Special Education, Texas Education Agency, Austin, Texas, October 17, 1962.

Dr. J. M. Drew, Chairman, Committee on Graduate Study, Prairie View A. and M. College, Prairie View, Texas, November 9, 1962.

Mr. Earnest Wallace, Principal, Thomas C. Hassell School, 1605 Second Avenue, Dallas, Texas, December 10, 1962.

Mr. Edmond C. Anderson, Principal, George W. Carver School, 3719 Greenleaf, Dallas, Texas, December 14, 1962.

Mr. T. V. Glover, Principal, Dogan Junior High School, Tyler, Texas, December 14, 1962.

Mr. James C. McClure, Principal, Bunche Elementary School, Jackson and East Pennsylvania, Midland, Texas, December 29, 1962.

TEXAS EDUCATION AGENCY

State Board of Education
State Commissioner of Education
State Department of Education

October 15, 1962

Mrs. Irma Kendrick
Box 2224
Prairie View A & M College
Prairie View, Texas

Dear Mrs. Kendrick:

I am referring your request for information on special education in Negro schools to Mrs. Irene Westmoreland who is the director of that Division. Mrs. Westmoreland will be out of the office the next few days, but I am sure she will be able to answer your letter and request when she returns.

Yours very truly,

W. M. Stoker, Assistant Director
Division of Teacher Education
and Certification

WMS:jh

TEXAS EDUCATION AGENCY

State Board of Education
State Commissioner of Education
State Department of Education

October 17, 1962

Mrs. Irma Kendrick
Box 2224
Prairie View A & M College
Prairie View, Texas

Dear Mrs. Kendrick:

Your letter of October 8 addressed to Dr. Stoker has been referred to me for reply. Your study of Special Education Units in the Negro Schools in Texas appears to be a very good one.

Under separate cover you are being mailed a copy of the Texas Public School Directory of 1962-63 and a copy of Special Education Unit Allocations for 1962-63. The Special Education Unit Allocation report gives the number of units approved in each area of special education by counties and local school districts. You should have no difficulty with this report in determining which school districts provide special education services for the Negro students.

If we may be of further service, please feel free to call on us again.

Sincerely,

Don L. Partridge, Consultant
Division of Special Education

DLP/rm

PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE

PRAIRIE VIEW, TEXAS

November 9, 1962

Division of
Graduate Study

Mrs. Irma Kendrick
Graduate Student
Campus

Dear Mrs. Kendrick:

I have read with much interest your proposed questionnaire. I think it is quite adequate for your purposes and I heartily approve of it.

You will note that I have suggested a few minor changes. However, you and your adviser may disregard them, if you think the changes will not add to the correctness and adequateness of the instrument.

If I can assist you in any way as you proceed to carry on the study, please feel free to call on me.

Very truly yours,

J. M. Drew, Chairman
Committee on Graduate Study

JMD:j

Enclosure

Thomas C. Hassell School
1605 Second Avenue
Dallas, Texas
December 10, 1962

Mrs. Irma Kendrick
Prairie View A. and M. College
Prairie View, Texas

Dear Mrs. Kendrick:

In reply to your questionnaire, concerning your Special Education Survey of Services for Educable and Trainable Mentally Retarded Units in Negro Schools of Texas, we do not have either of these units housed in our building. However, we do have a special education class for visually handicapped children.

For this particular class we have a full-time special teacher. This class functions on the cooperative plan which has been adopted by the Dallas Independent School District whereby the special teacher is able to assist the regular classroom teacher in instructions for the partially seeing, legally blind and totally blind child. These children are permitted to attend regular classes of their on grade level.

This class is operated budgetwise on a state and federal quota.

Sincerely,

Earnest L. Wallace, Principal

George W. Carver School
3719 Green leaf
Dallas 12, Texas
December 14, 1962

Mrs. Irma Kendrick
Box 2224
Prairie View College
Prairie View, Texas

Dear Mrs. Kendrick:

Our special education department in the Dallas Independent School District encompass most of the services given under the heading of special education.

Certain services, that is, classes for the blind, hard of hearing, cerebral palsy, etc., are found at specifically located schools to serve the district; however, classes for the mentally retarded and trainable are more widely scattered. Any school that has enough pupils to qualify for a class or classes may have them.

Our particular school has a primary opportunity class, and an intermediate opportunity class to care for the mentally retarded pupils in this school. Those who qualify for the other classes are carried to and from school by bus to the school where these special services are provided.

In answer to question no. 1, I give supervision to this part of the program as I do to the other part without allotting any set amount of time. This will include class visitation and conferences with the teachers. The consultant in special education will also visit classes and hold meetings and seminars with them.

I hope I have answered these questions satisfactorily.

Very sincerely yours,

ECA:vs

Edmond C. Anderson

TYLER PUBLIC SCHOOLS
DOGAN JUNIOR HIGH SCHOOL
TYLER, TEXAS

December 14, 1962

Mrs. Irma Kendrick
Box 2224
Prairie View College
Prairie View, Texas

My dear Mrs. Kendrick:

In reply to your questionnaire pertaining to facilities for Special Education in this particular unit, we do not have any. However, the system does provide facilities for Special Education for all who are in this category and who are recommended for same. Although we do not have a Special Education unit in this building, children who would normally come to this building for these services are cared for at a central system-wide location to which they go daily or to which they are transported daily.

Should you desire a fuller description of the services, I shall be glad to furnish same provided it is not furnished by some other schools in the system to which you have sent this same questionnaire.

Very truly yours,

TVG/hw

T. V. Glover, Principal

MIDLAND INDEPENDENT SCHOOL DISTRICT
BUNCHE ELEMENTARY SCHOOL
Jackson & East Pennsylvania
Midland, Texas

December 29, 1962

Mrs. Irma Kendrick
Box 2224
Prairie View A. & M. College
Prairie View, Texas

Dear Mrs. Kendrick:

I wish to commend you for your interest in special education facilities for Negroes in the State of Texas. Yes, it is time for someone to stop and investigate the urgent need for special education classes in our Negro schools in Texas.

Educational emphasis here in Midland is based upon the optimum achievement of every pupil in accordance to his or her physical, mental, social or rational powers. To accomplish this great educational task every possible or worthy facility is provided for the development of the intellectual development of the youth of this community.

The information submitted on the enclosed questionnaire is an accurate account of the two special education units housed at the Booker T. Washington Elementary School. These units serve the needs of the pupils in that area of attendance and Bunche's attendance area.

I sincerely hope that your study is given the fullest of cooperation.

Sincerely yours,

James C. McClure, Principal